

*Pitcher (B)*

## A MEMOIR.

30192

Being required by the Revised Constitution of the State, which prescribes a new mode of appointing, and changes the tenure of office of the Regents of the University, to surrender the trust hitherto committed to the present members, the Board of Regents, deeming it to be appropriate to add to a careful recapitulation of their receipts and expenditures, a succinct history of their administration, assigning the motives for their action and the reasons for the policy they have pursued, directed the following memorial to be prepared as a part of their annual report:

When the members of the Board were first called together by Stevens T. Mason, then Governor of Michigan, whose short and brilliant career constitutes an epoch in the history of the State, the important duties of selecting this site, which will remain sacred to letters, to science and the arts, so long as intelligence and virtue shall hold their seat in the affections of the people, and of providing the means by borrowing the credit of the State to adorn and improve it, were the subjects first presented for their consideration. The manner in which they performed these duties has become a matter of history. As such, it may be seen and read of all men. Of the judgment which the present or the future may form in relation to these transactions, the Board feel no apprehension and manifest no concern.

Having selected the site of the University, secured the means of erecting the buildings, purchasing the library, and of doing other things necessary to lay its foundation, it became apparent that the materials for the construction of the living edifice were not at hand. The blocks for the statuary were in the quarry, but there were no hands to hew them into form. Our political and social institutions

were yet in a transition state. The common schools were then in chaos, and our whole system of Public Instruction in the State, at best, of inchoation. Believing that the attempt to establish or organize the University at this stage of our political existence, in this condition of the other educational institutions of the State, would prove abortive, the Regents resolved (as the constitutional authority or warrant for so doing had not then been questioned,) to invert the order of things contemplated in the organic law, and proceed at once to the establishment of *branches* as a means of furnishing the elements necessary to give vitality to the central institution, when the time for appointing its Faculty should arrive.

In order to carry this purpose into effect, the committee on branches were authorized to employ an agent to visit the different sections of the State and engage the co-operation of citizens living at such points as seemed most suitable for the establishment of branches, and report his doings to the Board. This agent, who was restricted to eight localities, reported in favor of locating a branch at Pontiac, Detroit, Monroe, Tecumseh, Niles, Grand Rapids, Palmer and Jackson, the citizens of which were required to furnish the site and the edifice necessary for the accommodation of the pupils. On the fulfillment of these conditions, branches were organized at Monroe, Tecumseh, Niles, White Pigeon, Kalamazoo, Pontiac, Romeo and Detroit. A department for the education of females was added to the branch at Monroe, Tecumseh, White Pigeon, Kalamazoo and Romeo. Branches were also located at Mackinac, Jackson, Utica, Ypsilanti and Coldwater, but no appropriations were ever made for their support.

On the first organization of the Board of Regents, it included no clerical members. For this reason, the University, then in futuro, was stigmatized as an infidel affair, which, it was predicted, would fail to perform the functions for which it had been endowed. This prediction was uttered with much confidence in certain quarters, and an act for the incorporation of a sectarian college was urged through the Legislature, partly by the force of an appeal to the religious feeling of the members, based on this accusation. Partly with a view to disarm that kind of opposition, and more especially because they believed it to be a duty, irrespective of it, the Board was careful to

introduce the elements of religion into the branches, which they did by the appointment of clergymen of the different denominations as principals thereof.

In the adoption of rules for the government of the branches, special care was taken to guard the common school interest from injury, by requiring candidates for admission to undergo a preparatory examination. Tuition was to be paid in advance. A treasurer was appointed for each branch, who was required to make a report of the funds in his hands, at the close of each term. The course of study to be pursued therein was prescribed by the Board of Regents, which embraced the preparation of the pupil for college, his qualification for business, or for teaching, as he might himself elect.

With the design of inducing young men who had been educated at the branches, to engage in the business of instruction, a regulation was adopted which authorized the treasurer to refund the money paid for tuition, to all such persons as should furnish to him evidence of having been engaged in teaching, having regard to the time they had been thus employed. A board of visitors was also appointed for each branch, to whom such powers were delegated as seemed necessary to the practical working of the system.

Notwithstanding the pains taken to adapt these institutions to the public exigencies, so that their legitimate functions could be performed without infringing upon another portion of the educational system, they soon began to decline in popular estimation, because they were not able at the same time to perform the functions of a common school as well as a branch of the University. A feeling of jealousy was awakened in the minds of those whose children were excluded from them, either from want of age or qualifications. Consequently they were soon regarded as places for the education of the (so-called) *aristocracy* of the State, and the University, through the influence of the branches, began to be spoken of as an enemy to popular education. If an opinion may be formed of public sentiment by the tone of certain official papers, it would appear that that feeling, instead of becoming extinct, has only changed the mode and place of its appearing.

Finding that the branches were drawing largely upon the fund designed for the construction of the University buildings, and that they were not satisfactorily accomplishing the end for which they had been

established, the Board of Regents, after mature deliberation, being fully assured that the expense of keeping them up was greatly disproportioned to the benefits accruing therefrom, suspended, in 1846, all appropriations for their support, after more than \$30,000 had been expended in trying to sustain them.

Whilst this trial was being made of the utility of branches, Professor Gray was in Europe selecting the library of the University, and Dr. Torrey, of New York, was negotiating the purchase of the Lederer cabinet of foreign minerals, which now constitutes the principal sources of attraction to persons visiting this institution.

From this experimental though abortive effort to build up and sustain branches of the University, the Board have learned, and they deem the lesson of sufficient importance to leave it on record, that local institutions of learning thrive best under the immediate management of the citizens of the place in which they are situated, and when endowed or sustained by their immediate patrons.

When the time arrived for the organization of the College of Arts, the Board were not forgetful of the truth that man is not merely an intellectual but a moral being—a being meant for virtue as well as for reasoning, and partly as the result of his reasoning. And in order that the youth who should resort thither for instruction in science, letters, and the arts, might also imbibe correct ideas of moral truth, and just conceptions of their relations to other men, as well as their Maker, they appointed a clergyman from the Presbyterian, Baptist, Methodist and Episcopal churches, respectively, to the professorships of ancient languages, moral and mental philosophy, the philosophy of history, and mathematics, with natural philosophy. In supplying the Chairs of chemistry and mineralogy, botany and zoology, and the modern languages, although the gentlemen occupying these places are unexceptionable in moral character, regard was more especially had to their other qualifications for these positions, than to the religious influence they might exert over the minds of the young men entrusted to their charge. In order to avoid the appearance of sectarian predominance in the institution, a regulation was established by which the four first named professors were required, in turn, to act as President, for one year from the time of his accession to the office. The inconveniences of this plan of rotation in the office of President, to which the state of the finances compelled the Board to

adhere whilst erecting the buildings necessary for the two departments now in successful action, were not so sensibly felt until the medical department was established during the past year. Since then, the necessity of a common head has become daily more apparent.

The Board are aware that the wisdom of their action, in selecting so many of their faculty from the clerical profession, has been called in question; still they are so strongly impressed with the importance to youth, of correct moral training, during the period of college life, and of the necessity of a sense of religious responsibility, to insure fidelity in the instructor, that no present consideration would tempt it to found a collegiate institution, without its materials were cemented by religious belief, and its durability guaranteed by the hopes which Christianity alone can inspire or impart. Whether these ends can be as well secured by other instrumentalities, is a matter which they seriously commend to the consideration of their successors in office.

In arranging the course of study for the under-graduates of the University, the Board of Regents, aided by the members of the faculty, have expended much patient, laborious and anxious attention. They have striven to adapt their legislation to the demands of an active age, so as at the same time not to be instrumental in confirming the idea that it is not an age of reflection as well as of action. With this view they have required candidates for academic honors to study the humanities of the older schools, as a means of acquiring elegance in diction and an easy and happy command of style in composition, whilst they have afforded them the means of acquiring the modern languages, and the elements of natural history, including both organic and inorganic nature.

The Board have not been unmindful of the tendencies of the age. They are aware of the growing impatience of youth to put off subjection to parental control, and to put on manhood—of the ardent desire of the young man to become rich, rather than wise—of the increasing disposition in all classes to despise precedent, to reject whatever is old, for that reason, rather than because it has become effete; and have labored, not so much to minister to the gratification of this morbid relish for unregulated liberty, as to cultivate in their course of study and system of discipline, a conservative sentiment which should restrain, guide, enlighten and direct the young men.

who may resort thither for mental improvement. They desire, with great humility, to acknowledge their submission to an all-sufficient Creator. They observe in His works an order of progression, a plan of development which illustrates His attributes, and demands their profoundest admiration. In the origination of matter they recognize His power; in the development of organic existences, His wisdom; in the creation of sentient beings, His goodness; and in the existence of man, His power, wisdom and goodness combined. In His scheme of creation alone, they find inscribed the law of progress.

They learn from His word, that man was created in His own image; that since his fall he is left with powers susceptible of enlargement by cultivation, but find no warrant for the belief that any new faculty or power can be added or developed by his own exertion. Man may therefore improve, but cannot progress. They further learn from experience, a truth long since uttered by a Jewish Rabbi, that wisdom cannot be devised: and they infer from these truths, the law, that each generation of men must learn wisdom by its own experience, and that every individual mind must be improved by the exercise of its own powers. In conformity to these laws, and to effect these ends, the course of study in the University has been regulated. The special objects being to teach youth how to study; to prepare them for professional reading or for becoming intelligent artisans or business members of society. Not being of the opinion that the untutored youth is the best judge of what he ought to learn, nor that the admission of pupils to an irregular course of study along side of those of whom a more thorough drilling is required, would have a favorable effect upon scholarship, the Board have required all candidates for academic honors to study the elegant and antique models found in the Greek and Roman classics, to submit to daily recitations and the moral restraints of a college faculty. They know that in the hurry of men to accumulate wealth or acquire power, they will forgo the advantages and pleasures derived from patient mental culture—resign the sceptre of mind for the gilded mace, or the delusive and transitory exercise of political authority—and knowing these things, they have felt it to be their duty to strive to establish another umpire than that of Mammon, and to tempt young men, by protracting their course of study, to look for distinction out of the counting room or the political arena.

It is admitted that the number of students in the University could be greatly increased, if there were no prerequisites to their admission; and they believe at the same time that a system which should look merely to the augmentation of numbers, would have a fatal effect upon scholarship, and subvert the object of the grant, the end and purpose of the endowment.

Since the foregoing was written, a national educational convention has been held at Cleveland, in Ohio, in which the expediency of expelling the classics from our colleges became the subject of discussion. One of the gentlemen who took part in this debate, having been at one time a Regent of the University of Michigan, included in his remarks an admirable defence for his colleagues, in the adoption of the course of study required of their under-graduates. I take pleasure in incorporating it into this memoir, although it adds essentially to its length. It is gratifying to add, that that respectable Body set the seal of its disapprobation upon the attempt to make it the medium of disseminating so pernicious a sentiment:

“The Board adopted in the organization of the collegiate department of the University, the general system and plan of studies which have been approved for centuries in Europe, and almost universally by the directors of colleges in these United States. The curriculum is equally full and extensive with that in any collegiate institution in this country, intended mainly, though not exclusively, for the education of minors. It would have been as disastrous in its results, as certainly a breach of trust in its very nature, had the Board, with the commencement of the collegiate department of the University of Michigan, projected any novel system of education which had not been put to the test of time and experience. The collegiate course of studies in the United States, as in the different colleges of the Universities of Oxford and Cambridge, in England, and the Gymnasiums of Germany, is intended for a specific purpose, and wisely adapted to it. The history and experience of centuries have stamped it with the seal of approbation, and it is questionable, especially after several abortive experiments already made in this country, whether any other equally, not to say more, efficacious can be devised.

The design of collegiate education is not immediately to impart the knowledge of the sciences and the arts—not to fill the memory and minds of youth with mere information. This is the work of life. It is utterly impossible that in the course of four years, any person, whether a minor or of maturer years, can range through the whole circle of the sciences, the whole field of human knowledge. In many of the natural sciences, especially in chemistry, geology, mineralogy, and various departments of natural philosophy, the continual devel-

opment of new facts and new discoveries, render it indispensable, even for the most learned professor, to be a diligent student, if he would keep pace with the progress of knowledge in his own department. The same remark may be made in relation to the moral sciences and ethics, economics and politics. Nor can the professor of mathematics, without continual study, long maintain his position and reputation as an instructor in the exact sciences.

Whoso would think of requiring from boys, in a course of four years training, to compass the entire range of the natural and other sciences, only betrays his own ignorance of the wide field of human knowledge. The course of collegiate study and its peculiar advantages, have already suffered much from attempts to enlarge the course of study, so as to embrace a wider field than can be perfectly or even profitably cultivated by youth generally, or by any one in so short a period as four years. Yet the demand of popular feeling has been for the enlargement, rather than for the curtailment of the studies of a college course; and institutions, depending on popular favor for the means of their existence, have been forced to meet and gratify, to some extent, that demand. The Board have not been insensible of this state of public feeling, and have felt the necessity of respecting it, as far as it could be done with safety to the real interests of college education. They have introduced into their schedule, as full a course of study in the exact and natural sciences, as is to be found in most colleges. They have far exceeded most in the provision made for the study of the modern languages, and they have manned their Faculty with talents and attainments inferior to few. It is not without the conviction, however, produced by their observation and the history of the University, that this extension of the collegiate course has tended to embarrass the student somewhat in the prosecution of his studies in the Latin and Greek classics. This has been matter of deep and serious regret with the Board. For, although there has been a studied attempt, in certain quarters, to disparage the study of the learned languages, as they are sometimes called, and although much interest has been manifested in decrying the Latin and Greek classics, and in demanding the substitution of various natural sciences and arts in their place, yet the Board hope that the day is far distant when any revolution will be wrought which would exclude them from a course of collegiate education, or deprive them of that prominence they have heretofore had and continue to possess. Objections against their study are generally founded in ignorance of their uses and design, or the true reasons which have determined the instructors of youth for centuries in giving them such a conspicuous position. It is not the amount of information obtained from classic sources, which commends them so much for the study of youth, as it is the admirable aid the Latin and Greek languages furnish for the discipline of the mind, the development of its powers, and the formation of habits of close thought and accurate discrimination, for the cultivation of a refined taste, and for securing a better, more accurate, and thorough knowledge of our own English tongue. It is not to be denied that some of the

loftiest ideas of Liberty and Patriotism are derived from the Greek and Latin poets, historians, orators and statesmen, and that the benefits of ancient civilization may thence be secured for the purpose of modern advancement. But these and other kindred advantages are only secondary compared with the value of the Greek and Latin languages, especially the latter, to the English scholar, as they are the fountain of so large a portion of our own tongue. No man can be fully at home, in the knowledge of his own English, who is not acquainted with Latin.

The experience of past ages in Europe, and of nearly two centuries in our own country, has proved their importance and value as the means of mental drilling, and the easiest and best means of so cultivating the powers of his mind as to enable a young man easily to adapt himself to and become useful, not only in any of the learned professions, but in general for social influence in any vocation in life. It is true that there are men whose names are an honor to their country, and their age, who have been self-taught—who have struggled through all the disadvantages resulting from the want of an early education, and who, notwithstanding that they have never had a collegiate course, nor studied the Latin and Greek, have distinguished themselves, and greatly benefitted their fellows. But these are exceptions to the general rule. What would not their towering minds, rising above such disadvantages, have been, if they had but enjoyed the full benefit of a collegiate course? And what would multitudes of more moderate talent have failed to be, had they never been subjected to the college drill? They are the liberally educated minds who generally direct public sentiment, and possess the power to do so. Our legislative halls furnish abundant examples of the superiority which the liberally educated have over the uneducated, in the transaction even of the ordinary business of public bodies.

On the value and necessity of the study of the Latin and Greek classics, the Board have never entertained any doubts. In resigning their place to their successors, they feel that they would be unfaithful to themselves and to the University, did they not give their public testimony to what they believe to be essential, absolutely indispensable in a thorough course of liberal education.

Any attempt to derange the course of collegiate instruction, by a general provision for extensively introducing irregularities, by adapting it rather to men of mature years than to minors, by leaving the different subjects and parts of study to the selection or choice of students, and by requiring services from the professors accordingly, must prove disastrous to the University of Michigan. It will be but the signal for the commencement of collegiate institutions, under the care of different religious sects, and the sure means of destroying the confidence and attachment now felt towards the University, by the different religious denominations in our State. There is no short-hand, patent road to learning; and students who are averse to a four-years' course of laborious and assiduous application, under the care of competent professors, can never justly expect to become proficient.

in literature or science. Where so much time, however, cannot be given, as by those who may commence study after having passed their majority, or where facilities are denied for pursuing one or more branches of science, as of chemistry, mineralogy, or other of the natural sciences, and of their application to various arts, as of agriculture, mining, metallurgy, and the trades, or of the mathematics for purposes of engineering and mechanism, we feel that it is all-important to provide them as soon as practicable. But schools for such purposes will require separate lecturers and faculties, and funds beyond what the University at present would be competent to meet. They might well be associated with or clustered around the collegiate faculty, and form part and parcel of a great system, whose various branches strictly and properly constitute the University. But as Rome was not built in a day, nor in an age, so it must be the work of time, as means and students multiply, and wisdom and experience are had, to enlarge or add to what has already been begun. To destroy or revolutionize what has been done, will only be to drive many of our own youth to other States, to waste the public funds, to postpone to a later period, if not fatally to frustrate, the best interest of education in our commonwealth. Our whole system of free schools is capable of being carried out and up to any extent for popular education, and district and union or high schools may be readily engrafted on it, affording educational advantages abundant as needed, and near to every man's door. But the collegiate system and the course of studies particularly adapted to the learned professions, for establishing which the U. S. Government have endowed the University of Michigan, is as totally different and distinct from the common school, as is the appropriation of the sixteenth section in each township, from the seventy-two sections made for specific purposes. The Board have ever felt it their duty to guard the funds put at their disposal, and to use them in accordance with the design had by the U. S. in the endowment of the University of Michigan."

The failure of the University to arrest the public attention, by the display of numbers in its annual catalogue, is owing to extrinsic causes, and not to any inherent defect in its organization, or want of talent in its Faculty. There is yet a lamentable deficiency in the number of preparatory schools in the State, and notwithstanding this deficiency the ratio of college students to the population of the State is equal to that of any other State of similar age, and the institution itself is as prosperous as any other in the country, its equal in age and surrounding circumstances.

By an examination of the catalogues of the various medical schools in the surrounding States, it was ascertained that in 1848, from seventy to eighty students of medicine, citizens of Michigan, were attending lectures out of the State, and it was estimated that an equal

number were reading in the offices of physicians at home. These statistics induced the Board to commence the erection of a laboratory, which should be spacious enough to afford the requisite accommodation for the medical department. In doing this, they found it necessary to expend more than their current income, both in '49 and '50. By doing this, they were enabled, having appointed a medical faculty, to open that department for the admission of students in October, 1850. A catalogue of that faculty and the regulations of the department, are hereto annexed.

In an age elated by its notions of progress, characterized by desire for change, impatience of authority, disregard for precedent, and even contempt of law, it may be deemed proper for this Board to give some reasons why, in their organization of the college of medicine, they have paid so much deference to the authority of antiquity and so little respect to revelations of the present day. By reference to the catalogue of the medical faculty, it will be seen that they have made provision for instruction in anatomy, or a knowledge of the structure, form and relation of the parts of the human body—physiology, or a knowledge of the functions or uses of the organs—pathology, or the changes produced therein by disease—practical medicine and surgery, which include the directions for arresting morbid action, removing its products and repairing the injuries arising from accident—*materia medica*, or a description of the remedies used for these purposes, with an account of their *modus operandi*—and obstetrics, embracing the doctrine of ovology—the theory of reproduction, including the development of the foetus in utero, and its expulsion when arrived at maturity. To these, as a means of qualifying the medical student for the discharge of certain duties, which the public authorities may call upon him to perform, the Board have added a professorship of chemistry and medical jurisprudence.

The foregoing is a synopsis of the curriculum or course of study required of candidates for medical degrees in the University of Michigan.

The Board of Regents, at the time of adopting this curriculum, were fully aware that there existed a sect who believe “that nothing can be perceived of the internal operations of the animal frame where life is disturbed by disease—who teach that it is only by means of the spiritual influences of a morbid agent that our spiritual power

can be diseased—that the causes of disease cannot possibly be *material*, but that they originate in a dynamic (spiritual) immaterial cause, and can only be destroyed by dynamic (spiritual) power; that even the different species of worms are found only in patients laboring under a psoric (itch) affection—that the symptoms of disease are only the expressions of agony in the immaterial part of our nature, on which the curative remedies act by virtue of their spiritually countervailing agency—that behind these symptoms there is nothing to be learned of disease—that nothing can be learned of the effects or properties of medicines except from the morbid appearances which they excite in health—that a dynamic (spiritual) disease is extinguished by another more powerful, bearing a strong resemblance to it, a fact which they assert is confirmed by biology—that the medicinal disease must hence be more powerful than the one it proposes to cure—that natural diseases cannot be overcome by the unaided vital energies—that any real medicine (Homeopathic) will at *all* times and under *every* circumstance, work upon *every* living individual—that notwithstanding the assertion that medicinal diseases expire, as it were, by virtue of a statute of limitations, and that both natural and medicinal diseases are spiritual dynamia, declare that the chronic affections arising from the use of bark, opium, mercury, silver, iodine, digitalis, sulphur, leeches and setons, effect changes in the organization, destructive to life, for which there is no remedy; that all chronic maladies, not the results of malpractice, on the part of old school physicians, arise from the miasm of syphilis, sycosis, and psora (itch;) that the latter (itch) is the sole true and fundamental cause that produces all the other countless forms of disease which, under the name of debility, hysteria, hemicrania, hypochondriasis, insanity, melancholy, idiocy, madness, epilepsy, rickets, carries, fungus haematodes, gravel, hemorrhoids, jaundice, dropsy, amenorrhœa, epistaxis, asthma, impotency, sterility, deafness, cataract, amaurosis, paralysis, and pains of every kind which appear in our pathology as so many distinct diseases—that neither the skill of the physician nor the powers of nature had ever been able to cure a disease by an antipathic remedy—that a primary psoric (itch) eruption may be cured by ten globules of sulphur, if one be given in seven days—that where the remedy had been abused even years before, the smelling of one globule moistened with mercury, and allowed to operate nine days, will again render the vital powers susceptible to its operation—that one dose of mercury (X°)

is sufficient to cure syphilis—that the professors of homœopathy propose to develop the immaterial (dynamic) virtues of substances not inherently medicinal, by mere manipulation, such as trituration with sugar, or dilution in alcohol—that the remedy can never be so small as to be inferior to the disease—that it effects exclusively the organism already suffering—that all that is curable by homœopathy may, with the utmost certainty, be cured by inhaling the aura of one globule of sugar, of which one hundred weigh a grain, moistened with the remedy proposed to be used, even if the organ to which it is applied be in a state of paralysis—and that internal hemorrhages, threatening death, may be cured by magnetism, which recalls to life persons who have remained in a state of apparent death during long intervals of time, a species of resurrection of which history records many examples!”

But the Board itself held to the doctrine that man's *material* as well as his spiritual nature, is the subject of disease when he violates a law of its being, and that the diseases of the latter are only curable by the blood of the atonement. His physical system being formed of numerous elements, such as sulphur, soda, lime, iron, phosphorus, carbon, nitrogen, oxygen and hydrogen, either chemically or mechanically combined, it may become disordered if either of them become deficient or exist in excess. Some of its diseases must of necessity arise from material causes, which will require remedies of a like material nature for their removal. This belief leads necessarily to a conviction of the importance of knowing man's structure, the uses of his organs, as well as his relation to the objects by which he is surrounded; the medium in which he moves, the atmosphere he breathes, and the chemistry of the food on which he subsists.

As an intelligent exposition of the symptoms of disease requires an intimate knowledge of the nervous system, the students of the Medical Department of the University have been required, in order to ensure familiarity with the separate and related functions of the cerebrum, cerebellum, medulla oblongata, medulla spinalis, the par vagum, external respiratory or nerves of respiration, the offices of the different branches of the fifth pair, and the distinction between the afferent and efferent nerves, to study the works of such men as Bell, Hall, Lolly, Flourens, Majendie, Todd, Bowman, Bischoff, Philip and Lassaigne. To learn the properties of the gastric juice, they are referred to the experiments and writings of Spallanzani, Beaumont, Blondlot and Ch. Bernard. In order to be able to comprehend the consequences of the act of respiration, they are required to investigate the writings of Müller, Magnus, Bischoff, Edwards, La Grange, Hassenfratz, Collard de Martigny, Leibig, Crawford, Reid and Davy; and in order to a right understanding of the changes wrought by disease, and the proper use of remedies for morbid action, they are directed to study such post mortem explorations as were commenced by Bailey, and have been continued by Martinet, Hodgkin, Williams, Prout and Bright.

With all becoming regard for the opinions of such of our fellow

citizens as have been led, by a belief in a dogma of the day, to petition the Legislature for the repeal of the statute regulating the practice of medicine and for the abolition of this department of the University, we would ask, in the name of the Board of Regents, what there remains to be taught the medical student to fit him for the discharge of the duties of his profession, which they have not made provision for? Is there any other way for the medical neophyte to acquire such knowledge as will admit him to a seat in the temple of the Coan sage than that pointed out, rugged though it be, in the University course? Or shall the accumulated results of three thousand years of experience be laid aside, because there has arisen in the world a sect which, by engrafting a medical dogma upon a spurious theology, have built up a system (so-called) and baptized it Homœopathy? Shall the High Priests of this spiritual school be specially commissioned by the Regents of the University of Michigan, to teach the grown up men of this age that the decillionth of a grain of sulphur will, if administered homœopathically, cure seven-tenths of their diseases, whilst in every mouthful of albuminous food they swallow, every hair upon their heads, and every drop of urine distilled from the kidneys, carries into or out of their system as much of that article as would make a body, if incorporated with the required amount of sugar, as large as the planet Saturn? Shall they be appointed by this Board to tell men, whose skeletons contain twenty per centum of phosphorus, that this article, when its "spiritually dynamic power" is developed by trituration, will cure disease, if the patient inhale the aura from the pellets over a paralyzed surface, or apply them to the membrane of the intestinum rectum, at the same time that every kernel of wheat which goes to make up his daily food, if exalted by dynamic division, would furnish poison enough to destroy the Chinese Empire? So of lime, which furnishes the foundation of his bony system; and so of carbon (charcoal) which constitutes a large proportion of the softer solids of his body.

Now, as this Board have been taught that man is a material reality, originally formed of the dust of the earth, that he possesses the faculty of assimilating materials necessary to his growth, that he is liable to disease when operated upon by causes which disturb the laws of his being, that his body is the subject of death and will be of a resurrection, that as it is developed and sustained by the incorporation of material elements introduced from without, so its abnormal condition is to be removed by agents having physical properties capable of exalting the vital actions when depressed, and of repressing their force when unduly excited.

Respectfully submitted.

Z. PITCHER.

Ann Arbor, July 15, 1851.

#### NOTE.\*

In order that the foregoing may not appear to be merely a *figure* of speech, I have copied the following mathematical view of the re-

sults of homeopathic trituration and solution, from Professor Lee's edition of Paris' Pharmacologia. The reader will please to recollect that only one grain of medicine is employed for all the dilutions, no matter how inert the substance may be, as sponge, sulphur, charcoal and lime, and that the higher the dilution, the more potent the article becomes.

*Cubic feet of water, weight 62.5 lbs. to the foot. (Decimals rejected.)*

## DILUTIONS.

5th.	22,587.
10th.	228,571,428,571,428.
15th.	2,285,714,285,714,285,714.
20th.	22,857,142,857,142,857,142,857,142,857.
25th.	228,571,428,571,428,571,428,571,428,571,428,571,428,
571,428.	
30th.	2,285,714,285,714,285,714,285,714,285,714,285,
714,285,714,285,714.	

*Cubic feet of sugar—specific gravity, 1.6. (Decimals rejected.)*

## DILUTIONS.

5th.	14,285.
10th.	142,857,142,857,142.
15th.	1,428,571,428,571,428,571.
20th.	14,285,714,285,714,285,714,285,714,285.
25th.	142,857,142,857,142,857,142,857,142,857,142,-
857,142.	
30th.	1,428,571,428,571,428,571,428,571,428,571,428,-
571,428,571,428,571.	

*Diameter in feet and miles of a sphere of sugar whose solid contents are equal to the quantity in the preceding calculations. (Decimals rejected.)*

## DILUTIONS.

Feet.	Miles.
5th. 30 .....	12
10th. 64,850 .....	26,464
15th. 139,733,576 .....	57,016,451
20th. 301,046,863,889 .....	
25th. ....	
30th. 1,397,335,762,135,022,914 .....	264,646,924,646,784

*Cubic miles of water. (Decimals rejected.)*

## DILUTIONS.

5th.	....
10th.	1,552.
15th.	15,528,166,354,612.
20th.	155,281,663,546,126,356,043,711.
25th.	155,281,663,546,126,356,043,711,416,427,470,7.
30th.	155,281,663,546,126,356,043,711,416,427,470,792,147,-
007,20.	

## COMPARATIVE ILLUSTRATIONS.

Miles.

Longest diameter of the orbit of the comet of 1680	13,000,000,000
do do do Halley's comet	3,420,000,000,000
Distance of the nearest fixed star	20,140,000,000,000
Greatest distance of the earth from the sun	97,118,538
do do do do Herschel	1,918,089,022

Thus it appears that the 20th dilution would require a sphere of *sugar* more than half the diameter of the Sun's distance from the Earth, and a sphere of *water* about equal in diameter to the same distance; while the 30th would require a sphere of *sugar* in comparison with the diameter of which, the distance of Herschel from the earth would form but an infinitely small fraction! Hahnemann, however, recommends that the dilution in certain cases be carried as high as the 1500th, and remarks, "*experience has proved that it is impossible to attenuate the dose of a perfectly homœopathic remedy to such a degree that it will not produce a decided amelioration of the disease.*" (Stratten's Trans. of Organon, p. 274.) Again, all the fresh water lakes in North America, including the great lakes at the North, are estimated to contain fourteen thousand cubic miles of water; but the *eleventh dilution* would require more than ten times this quantity of fluid. A grain of antimony dropped into Lake Superior, would therefore suffice for centuries to medicate its waters; so that a teaspoonful, taken at the Falls of Niagara, would constitute a much stronger dose than the homœopaths usually administer. It is demonstrable that a single *rosa*, growing on the surface of the earth, or even on the planet Herschel, would be likely to effect each inhabitant on our globe, by its aroma, more powerfully than any homœopathic medicine whatever, at the 30th dilution. (Am. Ed.)

The composition of bone, urine, &c., having been referred to, I give the results below, for the information of the non-professional reader:

## CHEMICAL ANALYSIS OF BONE.

Organic matter,	32.56	parts in 100.
Phosphate of lime,	52.26	" "
Carbonate of lime,	10.21	" "
Oxide of iron & magonese,	1.05	" "
Magnesia, soda, &c., omitted.		

Iron abounds in the red blood of animals. Phosphorus exists in the white and yolk of eggs, and in milk, and also in the seeds of grasses, as wheat, rye, oats, &c. Sulphur is found in flesh, in eggs and milk, and in small quantities in potatoes, cabbage, peas and cucumbers. Lime is universally diffused, and exists largely in the seeds of grasses, especially wheat flour.